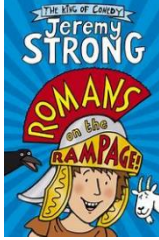
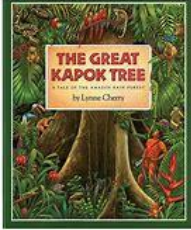
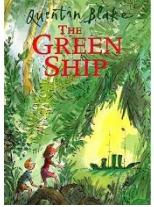
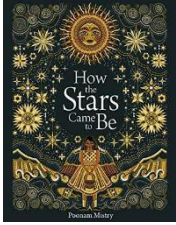

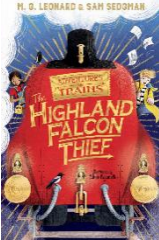
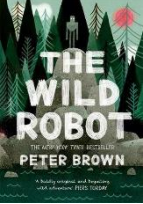





Year 4 Curriculum Map

YEAR 4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<p>Power of Reading book(s)</p> <p>Archaic text</p> <p>Romans on the Rampage- Jeremy Strong</p>  <p>Writing Genres</p> <ul style="list-style-type: none"> • Non-chronological report • Narrative - Character description • Recount - Newspaper report <p>Spelling Rules</p> <ul style="list-style-type: none"> • Double consonants • Syllable division • 'ch' and 'tch' • 's' and 'es' suffix • Split digraphs • 'ee' spelt 'y' <p>Year 3/4 Statutory Spellings</p> <p>Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Present perfect form of verbs • Determiners • Prepositions to express time, place and cause • Adverbs to express time, place and cause • Extend sentences with more than one clause • Subordinate conjunctions • Subordinate conjunctions • Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition. 	<p>Power of Reading book(s)</p> <p>Non- linear text</p> <p>The Great Kapok Tree- Lynne Cherry</p>  <p>The Green Ship-Quentin Blake</p>  <p>Writing Genres</p> <ul style="list-style-type: none"> • Balanced argument • Narrative - Setting description • Recount - Diary entry <p>Spelling Rules</p> <ul style="list-style-type: none"> • 'oy' and 'oi' • 'ed' suffix • 'er' and 'est' suffixes • 'ing' suffix • 'j' ending • 'll' ending <p>Year 3/4 Statutory Spellings</p> <p>Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition. • Appropriate choice of pronoun or nouns within and across sentences. • Using fronted adverbials • Adverbials 	<p>Power of Reading book(s)</p> <p>Resistant text</p> <p>How the Stars Came to Be- Poonam Mistry</p>  <p>Writing Genres</p> <ul style="list-style-type: none"> • Poetry • Narrative - Story • Persuasion - Letter <p>Spelling Rules</p> <ul style="list-style-type: none"> • Suffixes after a 'y' • 'less' 'ment' 'ful' and 'ness' suffixes • 'ly' suffix • 'tion' and 'sion' • Prefixes <p>Year 3/4 Statutory Spellings</p> <p>Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive-s • Using speech • Noun phrase expanded by the addition of modifying adjectives, nouns and prepositional phrases. • Recap previous terms grammar <p>Punctuation</p> <ul style="list-style-type: none"> • Indicating possession by using the possessive apostrophes 	<p>Power of Reading book(s)</p> <p>Archaic Text</p> <p>Charlotte's Web - E.B White</p>  <p>Writing Genres</p> <ul style="list-style-type: none"> • Recount - Diary entry • Biography • Narrative - Setting description <p>Spelling Rules</p> <ul style="list-style-type: none"> • 'sure' and 'ture' • 'ous' and 'ious' • Vowel suffixes • 'cian' and 'ssion' • 'cial' and 'tial' • 'able' 'ible' 'ably' and 'ibly' <p>Year 3/4 Statutory Spellings</p> <p>Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive-s • Using speech • Noun phrase expanded by the addition of modifying adjectives, nouns and prepositional phrases. • Recap previous terms grammar <p>Punctuation</p> <ul style="list-style-type: none"> • Indicating possession by using the possessive apostrophes • Punctuating speech to indicate direct speech. 	<p>Power of Reading book(s)</p> <p>Narrative complex text</p> <p>The Highland Falcon Thief- M.G. Leonard & Sam Sedgman</p>  <p>Writing Genres</p> <ul style="list-style-type: none"> • Recount - Newspaper report • Non-chronological report • Persuasive - Leaflet <p>Spelling Rules</p> <ul style="list-style-type: none"> • 'cious' and 'tious' • 'ant' 'ent' 'ancy' 'ency' • Vowel suffixes • 'ei' and 'ie' <p>Year 3/4 Statutory Spellings</p> <p>Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Standard English forms for verb inflections. • Use of paragraph to organise ideas around a theme. • Present perfect form of verbs • Adverbs to express time, place and cause • Extend sentences with more than one clause • Subordinate conjunctions • Subordinate conjunctions • Choosing nouns or pronouns appropriately for clarity, 	<p>Power of Reading book(s)</p> <p>Complexity of Plot/Symbol text</p> <p>The Wild Robot- Peter Brown</p>  <p>The Iron Man – Ted Hughes</p>  <p>Writing Genres</p> <ul style="list-style-type: none"> • Narrative - Character description • Poetry • Recount - Diary entry <p>Spelling Rules</p> <ul style="list-style-type: none"> • Hyphens • Silent letters • Consolidation of previously taught rules <p>Year 3/4 Statutory Spellings</p> <p>Children will focus on 10 of the Year 3/ 4 statutory spellings every fortnight. Children are then assessed on these words alongside their application of spelling rules.</p> <p>Grammar</p> <ul style="list-style-type: none"> • Standard English forms for verb inflections. • Use of paragraph to organise ideas around a theme. • Present perfect form of verbs • Adverbs to express time, place and cause • Extend sentences with more than one clause • Subordinate conjunctions • Choosing nouns or pronouns appropriately for clarity, cohesion and to avoid repetition. • Recap previously taught grammar




Year 4 Curriculum Map

	<ul style="list-style-type: none"> Appropriate choice of pronoun or nouns within and across sentences. <p>Punctuation</p> <ul style="list-style-type: none"> Inverted commas Commas Question marks Exclamation mark Apostrophes 	<ul style="list-style-type: none"> Recap previously taught grammar <p>Punctuation</p> <ul style="list-style-type: none"> Inverted commas Commas Question marks Exclamation mark Apostrophes 	<ul style="list-style-type: none"> Punctuating speech to indicate direct speech. 		<p>cohesion and to avoid repetition.</p> <ul style="list-style-type: none"> Recap previously taught grammar <p>Punctuation</p> <ul style="list-style-type: none"> Question marks Exclamation Inverted commas commas 	<p>Punctuation</p> <ul style="list-style-type: none"> Question marks Exclamation Inverted commas Commas Recap all previously taught punctuation
MATHS	<p>Reasoning with large numbers</p> <ul style="list-style-type: none"> 4-digit place value. Read, write, represent, order and compare Find 10, 100 or 1000 more or less Round numbers to the nearest 10, 100 or 1000 <p>Addition and subtraction</p> <ul style="list-style-type: none"> Select appropriate strategies to add and subtract Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping 	<p>Multiplication and division</p> <ul style="list-style-type: none"> Distributive property including multiplying three 1-digit numbers Mental multiplication and division strategies using place value and known and derived facts Short multiplication and division <p>Discrete and continuous data</p> <ul style="list-style-type: none"> Read, interpret and construct pictograms, bar charts and time graphs Compare tables, pictograms and bar charts 	<p>Securing multiplication facts</p> <ul style="list-style-type: none"> Identify and explore patterns in multiplication tables including 7 and 9 <p>Fractions</p> <ul style="list-style-type: none"> Explore different interpretations and representations of fractions Equivalent fractions Represent fractions greater than one as mixed number and improper fractions Add and subtract fractions with the same denominator including fractions greater than one 	<p>Time</p> <ul style="list-style-type: none"> Analogue to digital, 12- hour and 24-hour Convert between units of time <p>Decimals</p> <ul style="list-style-type: none"> Decimal equivalents to tenths, quarters and halves Compare and order numbers with same number of decimal places Multiply and divide by 10 and 100 including decimals <p>Area and perimeter</p> <ul style="list-style-type: none"> Perimeter of rectangles and rectilinear shapes Area of rectangles and rectilinear shapes Investigate area and perimeter 	<p>Solving measures and money problems</p> <ul style="list-style-type: none"> Convert units of measure Select appropriate units to measure Use strategies to investigate problems: trial and improvement, organising using lists and tables, working systematically <p>Shape and symmetry</p> <ul style="list-style-type: none"> Classify, compare and order angles Compare and classify 2-D shapes - Identify lines of symmetry 	<p>Position and direction</p> <ul style="list-style-type: none"> Describe and plot using coordinates Describe translations <p>Reasoning with patterns and sequences</p> <ul style="list-style-type: none"> Roman numerals up to 100 Place value of other number systems Number sequences and patterns <p>3D shapes</p> <ul style="list-style-type: none"> Use understanding of 3-D shapes - Identify 3-D shapes from 2-D representations
HISTORY/ GEOGRAPHY	<p>History</p> <p>Roman Invasions</p> <p>Why did the Romans invade Britain and how successful were they?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> Who lived in Roman Britain? What was life like in a Roman town and how were those towns connected? What did the Romans believe, and did they bring their beliefs to Britain? How did the Romans link Britain to the rest of the Roman Empire? What influence have the Romans had on our words and numbers? What can we learn from investigating an archaeological site? 	<p>History</p> <p>Roman Britain</p> <p>Children will learn:</p> <ul style="list-style-type: none"> Who were the Romans and why did Caesar want to invade Britain? Who were the tribal Britons and what happened when Claudius invaded? Why were the Roman military so successful in expanding the Empire? Who was Boudicca and how did she challenge the Roman occupation? How did the Romans attempt to defend the land they had invaded whilst still conquering more? What caused the decline and fall of Roman Britain? 	<p>Geography</p> <p>Amazon: Rivers and Rainforests</p> <p>What is the Amazon, why is it significant and should it be protected?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> What are some of the key physical features of South America? What are some of the key human features of South America? What are tropical rainforests and where are they found? What is it like inside a tropical rainforest? Which animals call a tropical rainforest their home? Do people live in the Amazon rainforest? What is happening to the Amazon rainforest? What are the features of a river and where in the world are major rivers found? How has the Amazon River shaped the land? How is the Amazon River used? 	<p>History</p> <p>Maya Civilisation</p> <p>Who were the Ancient Maya and how successful was their civilisation?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> When and where did the Ancient Maya live? What do we know about the Ancient Maya people and their cities? What did the Ancient Maya believe? Which foods did the Ancient Maya eat? How did the Ancient Maya read, write and tell the time? What happened to the Ancient Maya people? 	<p>Geography</p> <p>USA</p> <p>What is it like in the USA?</p> <ul style="list-style-type: none"> Where in the world is the USA and what is the climate there like? What are the states of the USA and how do their populations vary? What is the physical landscape like across the USA? What are some of the most significant manmade landmarks in the USA? State study: How does California compare to other states? State study: What is it like in New York and in New York city? 	



Year 4 Curriculum Map

<p>SCIENCE</p>	<p>Biology</p> <p>Teeth and eating</p> <p>Children will learn to</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans identify different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>Physics</p> <p>Sound</p> <p>Children will learn to</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases 	<p>Biology</p> <p>Classifications and Environments</p> <p>Children will learn to</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things 	<p>Chemistry</p> <p>States of matter</p> <p>Children will learn to</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Physics</p> <p>Electricity</p> <p>Children will learn to</p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors 	
<p>ART / D&T</p>	<p>Art – Story telling through drawing</p>	<p>Design and Technology</p> <p>Food</p> <p>Design</p> <ul style="list-style-type: none"> Designing appealing products for specific user Generating ideas and communicating through discussions and drawings (labelling plan). <p>Make</p> <ul style="list-style-type: none"> Selecting a range of ingredient that could work well together. Using simple utensils and equipment. <p>Evaluate</p> <p>Tasting and evaluating final product against original design criteria.</p>	<p>Art – Exploring Pattern</p> <p><u>Disciplines:</u> Drawing, Collage, Design</p> <p><u>Key Concepts:</u> That the act of making drawings can be mindful. That we can use line, shape and colour to create patterns. That we can use folding, cutting and collage to help us create pattern. That we can create repeated patterns to apply to a range of products or outcomes.</p> <p>Children are: exploring pattern and developing a range of technical skills and knowledge through drawing and collage. working with pattern which can be a mindful activity, and that as humans we respond to patterns made by other people.</p> 	<p>Design and Technology</p> <p>Textiles</p> <p>Design</p> <ul style="list-style-type: none"> Generate design criteria for an appealing, functional product for specific users. Produce annotated sketches and prototypes Investigate a range of 3-D textile products Understand that 3-D textiles are made by making 2 identical shapes. <p>Make</p> <ul style="list-style-type: none"> Select from a range of tools and materials to perform a task <p>Evaluate</p> <p>Evaluate their product against design criteria and how to improve.</p>	<p>Art – Exploring Still Life</p>	<p>Design and Technology</p> <p>Circuits</p> <p>Design</p> <ul style="list-style-type: none"> Learn about what is a simple circuit. Use annotated sketches to communicate ideas. Understand and use electrical systems in their products such as series circuits incorporating switches, bulbs and buzzers. <p>Make</p> <ul style="list-style-type: none"> Pupils design and make a purposeful product using electric circuit. <p>Evaluate</p> <p>Understand how key events/ people in D&T have helped shape the world.</p>



	<p><u>Disciplines:</u> Drawing, Sketchbooks</p> <p><u>Key Concepts:</u> That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery.</p> <p>Children are exploring how we can create sequenced imagery to share and tell stories.</p> <p>Introduced to two artists: one an illustrator and the other a graphic novelist and author. Using sketchbooks to gather ideas from the way the artists work.</p> <p>Exploring either the creation of an accordian book – exploring how we can use drawing in an illustrative or even fine art sense to tell stories.</p> <p>or -children draw upon graphic novels and make a comic strip style telling of a piece of poetry.</p> 				<p><u>Disciplines:</u> Painting, Drawing, Collage, Sketchbooks, Relief</p> <p><u>Key Concepts:</u> That when artists make work in response to static objects around them it is called still life. That still life has been a genre for many hundreds of years, and is it still relevant today. That when artists work with still life, they bring their own comments and meaning to the objects they portray. That we can make a still life creative response in many media: drawing, painting, collage, relief... That we can use line, shape, colour, texture, and form to help us give meaning to our work, and explore composition, foreground, background, and negative space.</p> <p>Children are: introduced to the genre of still life as an old art form and also one which is still enjoyed by many contemporary artists. Revisiting and developing their drawing (and looking) skills using observational drawing of physical objects.</p> <p>Exploring a project, either working in collage, photography and paint, clay relief, or graphic still life.</p> <p>Consolidating and developing their understanding of how we can use line, shape, colour, texture, form and composition to make their work.</p> 	
<p>RE</p>	<p>Religion: Judaism Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God?</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> Explain and give examples of agreements. Describe some of the ways Jewish people express their relationship with God. Make links between Abraham and Moses stories and the Jewish belief they are in a special relationship with God. 	<p>Religion: Christianity Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> Design a symbolic object to show the significance of Christmas to me. Start to explain which Christian symbols tell Christians something about the incarnation. Reflect upon how they feel about Christian beliefs about 	<p>Religion: Judaism Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> Discuss why I would choose to follow instructions not to eat certain foods and why. Describe some of the things Jews do to show respect to God. Start to identify how they would feel to keep Kashrut. 	<p>Religion: Christianity Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians?</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> Talk about why showing forgiveness may be important. Describe what a Christian might learn about forgiveness from a Biblical text. Give examples of when Jesus showed forgiveness and explain why they think He asked people to follow his example. 	<p>Religion: Judaism Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> Explain why some things you need to wait until a certain age. Give examples of things they are committed to and explain which ones are more or less important to them. 	<p>Religion: Christianity Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians?</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> Reflect on a range of special places and identify why they have the impact on me that they do. Describe some of the ways Christians use churches to worship/ celebrate Holy Communion or participate in Baptism. Say why they think the church may or may not be important to Christians.



Year 4 Curriculum Map

		Christmas and the Incarnation.			<ul style="list-style-type: none"> Express an opinion on which ways they think might be the best for Jews to show their commitment to God. 	
MUSIC	<p>Unit: Mamma Mia</p> <p>Style: ABBA</p> <p>Topic and cross-curricular links: Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p> <p>Links to other units: Other units that relate to the 80s:</p> <ul style="list-style-type: none"> • Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) 	<p>Unit: Glockenspiel Stage 2</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross-curricular links: Introduction to the language of music, theory and composition.</p> <p>Links to other units: Using scores / notation in all units.</p>	<p>Unit: Stop!</p> <p>Style: Grime, Classical, Bhangra, Tango, Latin Fusion</p> <p>Topic and cross-curricular links: Composition, Bullying.</p> <p>Links to other units: The Fresh Prince Of Bel-Air - KS2/ages 7-11 (Scheme Year 5)</p>	<p>Unit: Lean On Me</p> <p>Style: Gospel</p> <p>Topic and cross-curricular links: Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.</p> <p>Links to other units: A New Year Carol - Gospel version - KS2/ages 7-11 (Scheme Year 6) Reflect, Rewind and Replay - History of Music</p>	<p>Unit – Blackbird - Awaiting documentation from Charanga</p> <p>+ Virtual Big Sing 2022</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 4</p> <p>Topic and cross curricular links: Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>Links to other units: All Year 4 units</p> <p>+ Virtual Big Sing 2022</p>
FRENCH	<p>Je peux – I can</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Recognise and say some verbs for common activities in French • Recognise and say more verbs for common activities in French • Use 'Je peux' with verbs • Improve listening skills for French activities • Write in French 'I can' followed by an activity 	<p>Je me presente – Presenting myself</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Revisit France and French speaking countries, numbers 1-10 and 'how are you?' • Say their name and ask some their name. Numbers 11-20 • Ask someone how old they are • Ask someone where they live • Be able to talk about their nationality 	<p>La famille – The family</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Recognise, say and write the nouns for key family members in French • Tell somebody in French the members of their family • Tell somebody in French the names and ages of the members of their family • Listen to, read and recognise, say and write numbers 1-100 • to use, say and write accurately the words for 'my' in French 	<p>Les instruments – Musical instruments</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Understand that all nouns in French are either masculine or feminine • Read, write and say the French masculine words for 'the' • Understand that the word 'the' in French also has a plural form • Say, read and write up to ten instruments in French, with the correct word for 'the' • Say, read and write 'I play' in French • Put together a short sentence using a verb and a noun • Write 'I play' PLUS each instrument for some or all ten instruments 	<p>Les vêtements – Clothes</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Read, recognise, say and write the vocabulary for a range of clothes in French • Use the verb 'porter' in French to help describe what they are wearing • Say what clothes they wear in different situation and different weather • Describe what they are wearing in terms of colour • Use the correct possessive adjective for 'my' in French in relation to the items of clothing 	<p>L'ancienne histoire de la Grande Bretagne – The history of Ancient Britain</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> • Listen attentively to key facts in French on Ancient Britain • Name in French the six key periods of Ancient Britain • Name in French three of the types of people who lived in Ancient Britain • Name in French three key hunting tools used during the Stone Age, Bronze Age and Iron Age • Name in French the three types of dwellings people lived in during the Stone Age, Bronze Age and Iron Age • Read, write and say the French word for 'I have.....', 'I am.....', and 'I live.....'
COMPUTING	<p>Digital Literacy E-safety</p> <p>Revisited throughout the academic year.</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To talk about various uses of technology • To talk about ways they can protect themselves and friends from harm online, including a secure password • To use technology safely, respectfully and responsibly, recognising acceptable and 	<p>Information Technology Microsoft Word</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To use search technologies effectively • To use a keyboard confidently and make use of spellchecker to write and review work • To select and use software to collect and present information • To confidently save and open files 	<p>Information Technology Microsoft PowerPoint</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To select and use software to present information • To change the appearance of text to increase its effectiveness • To use photos, video and sound to create an atmosphere when presenting to different audiences • To share work and collaborate online 	<p>Digital Literacy Emails</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To discuss and evaluate ways to communicate with others online • To compose and send an email to multiple friends • To check their inbox for emails • To open emails and reply appropriately • To attach an image to an email 	<p>Computer science Coding and algorithms</p> <p>The children will learn...</p> <ul style="list-style-type: none"> • To design, write and debug programs that accomplish specific goals • To solve problems by decomposing them into smaller parts • To use sequence, selection and repetition in programs • To use logical reasoning to explain how some simple algorithms work • To detect and correct errors in algorithms and programs 	



Year 4 Curriculum Map

	<p>unacceptable behaviour</p> <ul style="list-style-type: none"> To identify a range of ways to report concerns 					
PSHE	<p>Human Rights</p> <p>Children will learn what rights and they are entitled to and what responsibilities they have. They will understand the UN Convention on the Rights of the Child and how this impacts them.</p> <ul style="list-style-type: none"> Do we all have the right to play? What rights and responsibilities do we have in our classrooms? What is the UNCRC? What happens when rights are taken away? 	<p>Respect, Falling out and Making Up</p> <p>Children will understand what makes a strong friendship and understand how they can ensure they are forming healthy relationships. Children will be supported by Tender as part of the RE:SET Healthy Relationships Programme.</p> <ul style="list-style-type: none"> What makes me happy and how can I help bring some happiness to others? Why is friendship important? What makes a good friend? How can I stand up for myself? Is teasing respectful? What can we do when we fall out with friends? How can we show respect to others when friendships break down? What does it feel like to be excluded? Who are my five trusted people? What does a healthy friendship look like? 	<p>Nutrition and Dental Health</p> <p>Children will have an understanding of how to stay healthy including diet, exercise and their dental health.</p> <ul style="list-style-type: none"> What is a healthy diet? What is a poor diet and how does being unhealthy affect us? How can I recognise when I am not physically well or my body is becoming unhealthy and what can I do? How can I create a healthy meal? How can I keep my teeth healthy and what are the benefits? 	<p>Emergency situations</p> <p>Children will learn some basic first aid and preventative measures to keep themselves safe. They will also have an understanding of the work undertaken by our emergency services and show gratitude for this.</p> <ul style="list-style-type: none"> What is an emergency? What is first aid? How can we prevent fire-based emergencies and keep ourselves safe. How can we keep safe near water? YSA: How can we say 'thank you' for the work that the emergency services do? 	<p>Money matters</p> <p>Children have an appreciation of where money comes from and what they choose to spend their money on. They will also have an understanding of how money is managed. They will also focus on raising aspirations including thinking about their career choices and how they will achieve this.</p> <ul style="list-style-type: none"> Where does money come from and how can it be used? What does society do to manage our money? What can we do to earn money? YSA Enterprise Project: How does business work and how can we help others? 	
	PE	<p>PE – Health and Fitness</p> <ul style="list-style-type: none"> I can follow some complex aerobic steps in time to the music. I can demonstrate exercise to target the core muscles. I can demonstrate a dynamic stretch in my warm-up. I can identify some muscle groups used in various activities. I can explain where the 'core' muscles are and what they do. I can explain why it is important to warm-up and cool-down. I can explain the difference between a static and dynamic stretch. 	<p>PE – Gymnastics</p> <ul style="list-style-type: none"> I can perform a variety of rolls, including a forward roll safely. I can perform more complex sequences with a partner using mirroring. I can begin to use appropriate vocabulary to describe how to improve and refine performances. I can explain the success criteria needed to be a professional gymnast. 	<p>PE – Dance</p> <ul style="list-style-type: none"> I can perform simple tap routines including the key actions. I can choreograph a simple tap routine with clarity and fluency. I can be inspired by Gene Kelly's work. I can teach some basic tap steps to my partner. I can use complex dance vocabulary to describe how to improve and refine performances. I can explain the definitions of unison and cannon. I can recall information about Gene Kelly. 	<p>PE – Tag rugby</p> <ul style="list-style-type: none"> I can execute a successful pass of a rugby ball while on the move I can gain possession of the ball by intercepting a pass I can use defending and attacking skills to score a try. I can use my attacking and defending skills and knowledge to make tactical decisions. 	<p>PE – Tennis</p> <ul style="list-style-type: none"> I can demonstrate forehand and backhand passes. I can develop my volley technique. I can perform a variety of shots. I can explain what makes a rally successful. I can explain the rules of Tennis.
<p>Games – Hockey</p>		<p>Games – Badminton</p>	<p>Games – Basketball</p>	<p>Games – Football</p>	<p>Games – Netball</p>	<p>Games – Cricket</p>



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	<ul style="list-style-type: none"> I can keep contact with the ball and stick whilst moving I can pass and shoot the ball accurately I can gain possession of the ball I can work as part of team to achieve a goal I can explain the different positions in a hockey and the job role of each position I can explain how to pass the ball accurately I can explain how to block tackle I can explain where to stand during a game to benefit my team 	<ul style="list-style-type: none"> I can use a badminton racket to control an object I can use a badminton racket to strike a shuttlecock with accuracy and control I can use chasse and running steps to move around the court Defend against an opponent scoring a point. I can explain the ready position and why it is important in a badminton game I can explain which shots to use during a game of badminton I can explain how to attack and defend using space in badminton 	<ul style="list-style-type: none"> I can bounce and dribble in and out of opponents I can throw ball into a target whilst jumping I can pass ball to team player at speed I can support team by using spatial awareness I can use tactics with team I can work as part of a team to score a goal I have marked another player from the opposite team 	<ul style="list-style-type: none"> I can use my dribbling skills to attack the space I can pass the ball to another player with control I can mark another player I can explain the positions played in football I can explain how to mark a player I can explain how to tackle to ball safely 	<ul style="list-style-type: none"> I can stay in a 'zone' during a game. I can defend my opponent. I can confidently demonstrate a chest pass, bounce pass and a shoulder pass. I can catch the ball confidently with two hands. I am aware of space and can use it to support teammates and defend opponents appropriately. I can stay in a 'zone' during a game. I can explain the difference between a chest pass, shoulder pass and bounce pass. 	<ul style="list-style-type: none"> I can use running, jumping, throwing and catching in isolation and in combination. To learn attacking hitting techniques for batting in cricket I can explain the scoring system within cricket I can explain the job role of an umpire I can work as part of a team to stop the opposing team from scoring a point
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